

Development of Learning Module Theme 1 The Beauty Of Togetherness Subtheme 1 Cultural Diversity of My Nation Local Wisdom-Based Learning of Using Ethnic Group In Kampung Melayu Elementary School Banyuwangi Grade IV

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ABSTRACT

The purpose of this development research is to introduce culture to students through classroom learning. The culture that will be linked to the learning is the original local culture of Banyuwangi, namely the Using culture. Using culture that can be included in learning is artistic values including dance and music. Development research was conducted using Borg and Gall development models. The results of this study will determine the validity, effectiveness, and practicality of the product development. The level of validity is obtained from the results of the expert validation test, the percentage of validity reaches a score of 94.9 (very feasible) for the learning module and for the validity of the test instrument it reaches a score of 94% (very feasible). The use trial was carried out to get feedback from students with a score of 88%. The product effectiveness trial resulted in a score of 61.49% relative effectiveness (high effectiveness) and for the student response questionnaire a score of 98% (very effective). The level of practicality is obtained through observation during learning by producing a score of 94.75 (very practical).

Keywords: Learning Module, Cultural Diversity, Kampung Melayu

INTRODUCTION

Education is the basic right that belongs to all human beings. Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System Article 1 Paragraph 1 contains that "education is a conscious and planned effort to create a learning atmosphere and learning process for students to actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by himself, society, nation and state. The things listed in the Law above are also supported by a statement from Muhammad Saroni (2011: 10) which emphasizes that education is an ongoing process in life and aims to balance internal and external conditions. This balancing process is a form of survival designed to allow oneself to follow every activity that occurs in life. Due to the times that are still developing and advanced, local culture has recently been increasingly left behind in its role and presence in the context of education. As a result, efforts are needed to integrate cultural values into classroom teaching. The Using culture is the original culture of Banyuwangi. Anoe-grajekti (in Rima, 2018) or known as Using Ethnic Group. Using cultural values can be included in learning to instill an attitude of respect for native regional culture. Learning in Theme 1 Sub-theme 1 Learning 1 Grade IV elementary school (SD) can be linked to culture-based learning Using in related subjects, namely Indonesian, natural sciences (IPA), and social sciences (IPS).

Through interviews with the class IV teacher at SDN Kampung Melayu, it was found that there were several problems that still arise in class. The lack of teaching materials used in learning is the example problem that occurs. According to the fourth grade teacher, it is necessary to develop teaching materials in classroom learning. Therefore, researchers are interested in developing teaching materials in the form of learning modules based on Using Culture. Based on the understanding above, it can be concluded that there are two alternative solutions to address the learning problems that arise in accordance with the desired goals, namely: (1) incorporating Using cultural values for one theme and subtheme-based learning consisting of several subjects. The contained cultural values of Using culture are related to everyday life as of the elementary school students can easily understand; and (2) learning modules are developed theoretically, understanding student characteristics, adapting to learning needs and adjusting students' cultural environment. Based on the proposals that have been explained, a Using culture-based module will be developed for fourth grade elementary school students. The reason for developing the Using

culture-based module is due to the lack of instilling the values contained in Using culture to elementary school students, especially in the Banyuwangi area. The existence of the Using culture-based module for fourth grade elementary school students will create more active, varied, and fun learning activities in class due to the new material students will learn.

There are many types of learning devices and one of them is teaching materials which are organized based on competence outcomes in the learning process systematically. Teaching materials are all forms of materials, data, equipment and reading materials that are used as media to assist teachers in carrying out learning activities (Majid, 2007:174). Teaching materials can be interpreted in the form of written or unwritten. Prastowo (2013:298) states that teaching materials are all data, equipment, and reading materials that teachers use when carrying out learning activities in class. According to Mbulu and Suhartono (in Inawati, 2019: 3) stated that the purpose of implementing the development of teaching materials includes, creating personal and social competencies, is an obligation and authority of students, required to go hand in hand with developments in science and technology (IPTEK), curriculum development impact on the development of teaching materials. There are principles that must be observed in the preparation of relevant teaching materials together with the determination of learning materials which include: relevance, consistency, and adequacy. The teaching materials should be relevant or related to the correlation of achieving core competencies (KI) and basic competencies (KD).

Thematic learning in elementary schools is carried out in accordance with the Regulation of the Minister of Education and Culture of the Republic of Indonesia 2014 Number 57 which contains the 2013 SD/MI Curriculum. The Used Thematic learning is a learning system that allows students to be active individually or in groups in searching, exploring, and creating ideas and scientific principles that are meaningful and authentic as a whole (Trianto, 2009:81). Thematic learning in elementary schools is a learning process using themes to connect and integrate various subjects into a single theme aims to experience students the integration of behavior, skills, and knowledge of the learning process and various basic concepts as well as providing flexibility for students individually or in active groups in searching, tracing, and creating scientific concepts and principles. Thematic learning in elementary schools has several characteristics according to (Rusman, 2018), namely: (1) Focusing on students, (2) Sharing expertise directly, (3) Dividing unclear subjects, (4) Giving ideas based on various subjects, and (5) Being flexible.

Modules are part of the learning processes and activities that have been planned and designed with the aim of supporting students learning outcomes (Sukiman, 2011:131). Modules are teaching tools that are used to support student learning media that are systematically arranged and designed to achieve student learning outcomes. Prastowo (2012:108) reveals the purpose of compiling learning modules that students are expected to be able to learn on their own without a teacher, it is expected that teachers do not show an authoritarian and prominent role in teaching and learning activities, as an opportunity to train students' honesty, as an accommodation of various levels and whether or not ability is fast. student learning.

Using culture has values that need to be integrated into everyday life through education, namely the first is the art of music which includes angklung caruk, angklung pagak, aklung belambangan, otheK and patrol Banyuwangi. Furthermore, there is the traditional dance called gandrung dance and the seblang dance. Integration of Using cultural values in thematic learning to be used as teaching materials in the form of modules referring to the relevant KI and KD. The development of Using cultural values in the syllabus can be carried out in a number of ways, such as: (1) Conducting KI and KD studies to review whether the values and character are contained implicitly or explicitly in them. (2) Embedding Using cultural values contains the attachment of KI and KD to the syllabus. (3) Embedding the values already contained in the syllabus into the learning implementation plan (RPP). (4) Developing culture-based teaching materials of Using culture. 5) Arrange test materials/tools based on the concepts chosen when integrating Using cultural values. The development of the Using culture-based module which will be implemented refers to "Theme 1 The Beauty of Togetherness, Sub-theme 1 The Cultural Diversity of My Nation, Learning 1". The selection of themes and sub-themes for the development of the module was based on the assumption that these themes and sub-themes have the opportunity to instill the learning of Using cultural values.

METHODE

The type of research used in this article is development research. The research in which the activities carried out in development research is producing products while testing whether or not the products are effective. Producing a product is carried out based on a needs analysis aimed at testing the effectiveness of a product, so research is needed that focuses on product assessment (Sugiyono, 2014).

The chosen model in this research is the Borg and Gall development model. It aims to obtain a development product in the form of an Using culture-based learning module in the thematic subjects of forth grade SD using a sub-topic of discussion, namely the values of life that exist in the Using culture. Researchers use Borg and Gall as a model for the development of this research with the stages and steps arranged, the development model is arranged in a systematic and more complex manner, so that a correlation will be created to be used in research on product development of teaching materials in the field of education. Researchers only used 8 stages of the 10 stages of the Borg and Gall development model, namely preliminary research, product development planning, initial product design development, product design validation, initial product design revision, trial use, product design revision, and effectiveness testing accompanied by a report. accountability.

The implementation of product trials in this study was carried out at Kampung Melayu Banyuwangi Elementary School. The research was carried out during the even semester of the 2020/2021 school year. In this study the subjects selected were fourth grade students from schools that used the 2013 curriculum and implemented local language content learning Using in the Banyuwangi District, namely SDN Kampung Melayu Banyuwangi as subjects in the experimental class and fourth grade students at SDN 1 Boyolangu Banyuwangi as subjects in the class. Data collection methods used in this study include interviews, distributing questionnaires and learning achievement tests. Data analysis techniques in this development research are testing the validity of the learning module product, testing the validity of the test instrument, testing the reliability of the test instrument, t-test (t-test), calculating the level of relative effectiveness (ER), student response questionnaires, and practicality tests.

RESULTS AND DISCUSSION

Results

In this study, the validation of the development of Using local culture-based learning modules was carried out by 3 expert validators, namely Mr. Kendid Mahmudi, S.Pd., M.Pd. as a design expert, Mrs. Nindya Nurdianasari, S.Pd., M.Pd. as a linguist, as well as Mrs. Olga Emah Anastasya, S.Pd. as a material content expert as well as a class IV teacher. The instrument used a validation sheet with aspects which were assessed in the form of format aspects, content aspects and linguistic aspects. The validity test was carried out to find out whether the development product is feasible to be given to students in classroom learning or opposite. The following is a results table of the learning module validation and the results validation of the test instrument sheet.

Table 1. Validation Results of Learning Module Development

Aspects	Statement Number	Validator Score 1	Validator Score 2	Validator Score 3	Average Scores
Format Content	1	5	5	5	5,0
	1	4	5	5	4,7
	2	4	5	5	4,7
	3	5	5	4	4,7
	4	5	5	5	5,0
	5	5	5	4	4,7
	6	4	5	4	4,3
	7	5	5	5	5,0
	8	5	5	5	5,0
Language	9	5	5	4	4,7
	1	5	5	5	5,0
	2	4	4	4	4,0
	3	5	5	5	5,0
	4	5	4	5	4,7
Total	5	5	5	4	4,7
	61	71	73	69	71,2

The result based on the table as follows:

$$Valpro = \frac{srt}{smt} \times 100$$

$$Valpro = \frac{71,2}{75} \times 100 = 94,9$$

Based on the calculation results obtained from the validity test that has been carried out, a score of 94.9 is obtained, so that the validity of the learning module is stated in the very feasible category.

The use trial was carried out on Thursday, May 12 2022. The subjects in the use trial in this study were class IV students at SDN Panderejo 01 Banyuwangi which is located at Jalan Kyai Saleh Number 15, Panderejo, Kepatihan, Banyuwangi. The use trial activity was carried out in class IV, with 10 students selected randomly as subjects who took part in the use trial. Based on the calculation results obtained from the validity test that has been carried out with the score obtained is number 94, the validity of the test instrument sheet is stated in the very feasible category for testing the use of students. After the test instrument was declared fit for testing, the test instrument was given to fourth grade students at SDN Panderejo 01, a total of 10 students selected randomly. The test results given to students at SDN Panderejo 01 will be used to validate the item items contained in the test instrument and to prove the reliability of the item items. The results of the trial use of the test instrument are obtained by the following calculations.

Table 2. Preparation of Instrument Validity Test

No.	Nama Responden	SKOR BUTIR-BUTIR INSTRUMEN																														TOTAL					
		1	2	3	4	5	6	7	8	9	10	Faktor 1	11	12	13	14	15	16	17	18	19	20	Faktor 2	21	22	23	24	25	26	27	28		29	30	Faktor 3		
1	Achmad Dandi	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	9	1	1	1	1	1	1	1	1	1	1	1	1	10	28
2	Anaqita Deeva	0	1	0	1	0	1	1	1	1	0	6	0	0	0	0	0	1	0	0	1	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	8
3	Calila Agustina	1	1	1	1	1	1	0	1	1	1	9	1	1	1	1	1	1	1	1	1	1	10	1	1	1	1	1	1	1	1	1	1	1	1	10	29
4	Faneza Arfysyah	1	1	1	0	1	1	1	1	1	1	9	1	1	1	1	1	1	1	1	1	1	10	1	1	1	1	1	1	1	1	1	1	1	1	10	29
5	Jessen Leonardo	1	1	1	1	0	1	1	1	0	0	7	0	0	0	0	1	0	0	0	1	0	2	0	0	0	0	0	0	0	0	0	0	0	0	9	
6	Kayla Nur L	1	1	1	1	1	1	1	1	1	1	10	1	0	1	1	1	0	1	1	0	1	7	1	1	1	1	1	1	1	1	1	1	1	1	10	27
7	Kiswah Alena	1	1	1	1	1	1	1	1	1	1	10	1	1	1	1	0	1	1	1	1	1	9	1	0	1	1	1	1	1	1	1	1	1	1	9	28
8	Maulana Ishak	1	0	1	1	1	0	1	1	1	1	8	1	1	1	1	1	1	1	1	1	1	10	0	1	1	1	1	1	1	1	1	1	1	1	9	27
9	Raissa Putri	1	1	1	1	1	1	1	1	1	1	10	0	1	1	1	1	1	1	1	1	1	9	1	1	0	0	1	0	1	1	1	1	1	1	7	26
10	Reis Maulana	1	1	1	1	1	1	1	0	1	1	9	1	1	0	1	1	1	1	1	1	1	9	1	1	1	1	1	1	0	1	1	1	1	1	9	27

Based on the test instrument validity test table, the results obtained from the test instrument trials carried out by students are then translated through the table of scores in the top-down question items as follows.

Table 3. Analysis of Data Reliability Test Score Items Top Down

No.	Nama Responden	SKOR BUTIR-BUTIR BELAHAN ATAS										SKOR BUTIR-BUTIR BELAHAN BAWAH											
		1	2	3	4	5	6	7	8	9	10	Jumlah	11	12	13	14	15	16	17	18	19	20	Jumlah
1	Achmad Dandi	1	1	1	1	1	0	1	1	1	1	9	1	1	1	1	1	1	1	1	1	1	10
2	Anaqita Deeva	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0
3	Calila Agustina	1	1	1	1	1	1	1	1	1	1	10	1	1	1	1	1	1	1	1	1	1	10
4	Faneza Arfysyah	1	1	1	1	1	1	1	1	1	1	10	1	1	1	1	1	1	1	1	1	1	10
5	Jessen Leonardo	1	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0
6	Kayla Nur L	1	1	1	0	1	1	1	1	1	1	9	1	1	1	1	1	1	1	1	1	1	10
7	Kiswah Alena	1	1	1	1	1	1	1	1	1	1	10	1	0	1	1	1	1	1	1	1	1	9
8	Maulana Ishak	1	1	1	1	1	1	1	1	1	1	10	0	1	1	1	1	1	1	1	1	1	9
9	Raissa Putri	1	1	1	1	0	1	1	1	1	1	9	1	1	0	0	1	0	1	1	1	1	7
10	Reis Maulana	1	1	1	1	1	1	0	1	1	1	9	1	1	1	1	1	1	0	1	1	1	9
	Jumlah	8	7	8	6	6	6	6	7	7	7	69	6	6	6	6	7	6	7	7	7	7	65

Based on the data in the data analysis table for reliability test scores of odd-even item scores, then the number of odd item scores, namely variable X, is correlated with the number of even item scores of variable Y, and the following data is obtained.

Table 4. Data Analysis of Reliability Test

No	X	Y	X ²	Y ²	XY
1	9	10	81	100	90
2	1	0	1	1	0
3	10	10	100	100	100
4	10	10	100	100	100
5	1	0	1	0	0
6	9	10	90	100	90
7	10	9	100	81	90
8	10	9	100	81	90
9	9	7	81	49	63
10	9	9	81	81	81
Total	78	74	735	693	704

Based on the table above, the X value is the number of odd item scores, while the Y value is the number of even item scores. Then the results of these calculations were correlated to the product moment formula and the results of the top-down score correlation (r_{xy}) were 0.934 and significant at the 95% confidence level or 5% significance level ($r\text{-table} = 0.632$). Then the correlation was processed using the Spearman-Brown formula and the results obtained were 0.96 for the item reliability test, from this figure it can be concluded that the reliability score is included in the very high reliability category.

Table 5. Tabulation of Usage Trial Results

No	Tested Aspects	Yes Answers		No Answers		Keterangan
		F	%	F	%	
1	The instructions for using the learning module are clear and easy to understand	8	80%	2	20%	Baik
2	There are no typos in the learning module	10	100%	0	0%	Baik
3	The language used in the learning module is easy to understand	8	80%	2	20%	Baik
4	The time used for the implementation of learning is sufficient	8	80%	2	20%	Baik
5	The Learning material is easy to understand	9	90%	1	10%	Baik
6	Interesting learning material	8	80%	2	20%	Baik
7	The order of the materials is correct	9	90%	1	10%	Baik
8	Learning modules provide learning motivation	9	90%	1	10%	Baik
9	Picture illustrations support learning activities	10	100%	0	0%	Baik
10	Learning modules create fun learning	9	90%	1	10%	Baik

The use trial was carried out to obtain feedback from students on the design of the learning module being developed. Based on the table above, the results of the feedback obtained through the rating scale filled in by students, obtained results of 88% of students giving a positive response.

The next step is the t-test which is carried out to determine the effectiveness of the learning modules given to students by comparing the learning outcomes of the experimental class which are given learning using the developed learning module compared to the learning outcomes of the control class which is given learning using old teaching materials in the form of student books. The results of the t-test can be seen from the description of the table below.

Table 6. Pretest and Posttest Test Result Data

Subject Number	Experiment Class (Fourth Grade SDN Kampung Melayu)			Control Class (Fourth Grade SDN 1 Boyolangu)		
	Pretest (x1)	Posttest (x2)	Diferencial (x)	Pretest (y1)	Posttest (y2)	Diferencial (y)
1	40	75	35	20	40	20
2	55	80	25	20	35	15
3	60	100	40	25	45	20
4	45	90	45	40	50	10
5	50	85	35	35	50	15
6	40	95	55	30	55	25
7	40	90	50	25	50	25
8	25	80	55	25	40	15
9	50	80	30	30	55	25
10	40	80	40	25	45	20
11	35	75	40	25	45	20
12	40	85	45	20	40	20
13	50	90	40	25	45	20
14	55	95	40	45	50	5
15	50	100	50	30	50	20
16	35	90	55	25	40	15
17	40	90	50	20	45	25
18	50	85	35	30	50	20
19	70	90	20	60	70	40
20	50	80	30	40	60	20
Jumlah	920	1.735	815	595	919	395
Rerata	46	86.75	40.75	29,75	45,95	19,75

Tabel 7. Preparation of *T-test* Data Analysis

No	X1	X1	$x1^2$	X2	X2	$x2^2$
1	75	-11,75	138,06	40	-5,95	35,4
2	80	-6,75	45,56	35	-10,95	119,9
3	100	13,25	175,56	45	-0,95	0,90
4	90	3,25	10,56	50	4,05	16,4
5	85	1,75	3,06	50	4,05	16,4
6	95	8,25	68,06	55	9,05	81,9
7	90	3,25	10,56	50	-4,05	16,4
8	80	-6,75	45,56	40	-5,95	35,4
9	80	-6,75	45,56	55	9,05	81,9
10	80	-6,75	45,56	45	-0,95	0,90
11	75	-11,75	138,06	45	-0,95	0,90
12	85	-1,75	3,06	40	-5,95	35,4
13	90	3,25	10,56	45	-0,95	0,90
14	95	8,25	68,06	50	4,05	16,4
15	100	13,25	175,56	50	4,05	16,4
16	90	3,25	10,56	40	-5,95	35,4
17	90	3,25	10,56	45	-0,95	0,90
18	85	1,75	3,06	50	4,05	16,4
19	90	3,25	10,56	70	24,05	578,4
20	80	-6,75	45,56	60	14,05	197,4
N=20	1.735		1.063,7	919		1.304
Average	86.75			45,95		

These numbers are then entered into the t-test formula for separate samples and based on the results of the calculations that have been done it can be seen that the degrees of freedom for the n value are 38 (40-2). For 38 degrees of freedom at a significance level of 0.05 is 2.024. So from the calculated t-test results, the t value is 16.34 greater than the critical value (16.34 > 2.024). Therefore it can be concluded that the difference between the two average values is significant and the difference in treatment results in a difference in terms of the resulting value. The final stage, namely calculating the relative effectiveness level, is carried out after the t test value is obtained. The purpose of calculating the ER level is to determine the relative effectiveness level of learning outcomes by using the development module through the posttest test from the experimental class and the control class. Based on the results of calculating the relative effectiveness of getting learning outcomes using the development module compared to not using the development module is 61.49%, so it is categorized as relatively high effectiveness.

Table 8. Results of Student Response Questionnaires

No	Nama Siswa	Skor	Nilai
1	Achmad Nizar Syabani	25	100
2	Ali Akbar Nur Saputra	25	100
3	Arifin Arsyad Alhakim	20	80
4	Azzukhruf Jhiar Alkhafina	25	100
5	Desita Sekar Arum	25	100
6	Devina Putri Amelia	25	100
7	Dimas Syahrudi	25	100
8	Fatta Rizky Maulana	25	100
9	Jamilatus Sholikhah	25	100
10	Kayla Fani Cahya Ningrum	25	100
11	Maulidia Rabiulana	25	100
12	Muhammad Izzulhaq J H	25	100
13	Nazwa Natasya Dewi	20	80
14	Nizam Ibrahim Bautista	25	100
15	Putri Kirana Mauliza	25	100
16	Rama Dwi Cahyono	25	100
17	Rasta Alvaro Ananta	25	100
18	Salsa Silviana Sifa	25	100
19	Sultan Afif Alamsyah	25	100
20	Zahira Putri Salsabila	25	100
	Jumlah	490	98

Student response questionnaires were given and filled out by students at the end of the lesson and after doing the posttest. Based on the student response table above, the development of Using local culture-based modules received a positive response of 98%, meanwhile it was stated that the development of Using local culture-based learning modules was categorized as very effective.

Table 9. Results of Practicality of Learning Modules

No.	Observer Score 1	Observer Score 2	Observer Score 3	Observer Score 4	Average Scores
1	4	4	4	4	4
2	4	4	3	4	3,75
3	3	3	4	4	3,5
4	3	4	4	3	3,5
5	4	4	4	4	4
6	4	4	4	4	4
7	4	4	4	4	4
8	3	3	4	4	3,5
9	4	4	4	3	3,75
10	4	3	4	4	3,75
11	4	4	4	4	4
12	4	4	4	4	4
13	4	3	4	3	3,5
14	3	3	4	4	3,5
15	4	3	4	4	3,75
16	4	4	4	4	4
17	4	4	4	4	4
18	4	4	3	4	3,75
19	4	4	3	4	3,75
20	4	4	4	4	4
21	4	4	3	3	3,5

No.	Observer Score 1	Observer Score 2	Observer Score 3	Observer Score 4	Average Scores
22	4	4	4	4	4
23	4	4	3	4	3,75
24	3	4	3	4	3,5
25	4	4	4	4	4
Total	95	94	94	96	94,75

Based on the calculations that have been done, it can be concluded that the practicality assessment of learning using local culture-based learning module development products Using the results of a product practicality value of 94.75 is in the very practical category.

DISCUSSION

This research was conducted for the development of Using local culture-based learning modules by incorporating some of Using's cultural values into learning. This development research uses Borg and Gall's research model. The Borg and Gall research model consists of 10 stages, but for this research it only uses up to the eighth stage, namely: (1) preliminary research, (2) planning and development, (3) initial product design development, (4) product design validation, (5) product revision initial, (6) use trials, (7) product development revisions, dan (8) product effectiveness trials.

Teaching materials are all forms of materials, data, equipment and reading materials that are used as media to assist teachers in carrying out learning activities (Majid, 2007:174). According to Inawati (2019: 3), the purpose of implementing the development of teaching materials includes, creating personal and social competencies, is an responsibility and authority of students, adaptability with developments in science and technology (IPTEK), curriculum development has an impact on the development of teaching materials. In accordance with this understanding, the research that has been carried out is to develop teaching materials in the form of modules in the form of print media, which contain material based on KD theme 1 the beauty of togetherness, sub-theme 1, the cultural diversity of my nation, learning 1, by adding Using cultural values as the subject matter.

Implementation of the learning process during this study using integrated thematic learning. Integrated learning is a learning approach that integrates with various competencies from various subjects on various themes (Permendikbud RI nomor 67 tahun 2013). The learning process during this study integrated Indonesian, social studies, and natural science learning content on theme 1 sub-theme 1 learning 1 class IV SD. The characteristics of thematic learning in elementary schools according to Rusman (2018: 258-259) include: (1) focusing on students; (2) share expertise directly; (3) division of subjects that are not clear; (4) provide ideas based on various subjects; and (5) it is flexible, got during the research.

Modules are part of the process of learning activities that have been planned and designed with the aim of supporting students to achieve learning outcomes (Sukiman, 2011:131). The results of the research that has been done show that the modules that have been developed can improve student learning outcomes, because it is arranged in detail and systematically. It aims to be able to achieve learning objectives.

Module development in this research is based on the local culture of the Using people. The local culture of the Using people includes: (1) musical arts consisting of angklung caruk, pagak, and blambangan, otek, and Banyuwangi patrol; and (2) dance consisting of the Gandrung and Seblang dances. The aim of developing the Using culture-based module is so that students can relate learning to local/regional riches in the form of knowledge, beliefs, norms, customs, culture, insights and so on which are inherited and maintained as an identity. These cultural values are instilled in humans in society in order to carry out life, so that cultural values have an important role regarding the course of society in taking actions to carry out their lives (Koentjaraningrat, 2009: 202).

Integration of local culture Using in this thematic learning as teaching materials in the form of modules referring to the relevant KI and KD. The strengths found while using teaching modules based on local Using culture are carried out in thematic learning by including several subjects and introducing students to the values contained in Using culture. Meanwhile, the drawback of this module is that the material studied will increase and only contain Using cultural values.

The results obtained in the posttest conducted by students in the experimental class and students in the control class indicate that there are differences in learning outcomes due to differences in the treatment given during learning. The value obtained is calculated using the t-test and then the relative effectiveness of the t-value. The ER value obtained was 61.49 with a high effectiveness category. So it can be concluded that the experimental class

that was given learning using the learning module developed was more effective than the control class that was given learning using student books.

The effectiveness of learning modules can also be found in the results of student responses through questionnaires given to experimental class students who have participated in learning using the Using local culture-based learning module. The results of student responses are calculated and get a score of 98% with a very effective category.

The practicality of the learning module is obtained from the results of observations made by the observer during the learning process. The value obtained from the observer which is calculated using the formula gets an average score of 94.75 in the very practical category. The conclusion is that the Using local culture-based learning module is very practical when used in classroom learning. The results described above are in accordance with research conducted by Hutama (2016), Setiono (2014), Divan (2018), Melihayatri and Ramadan (2021), and Latifah (2017) that the development of local culture-based learning modules Using is categorized as very effective and can be used in learning.

CONCLUSION

The process of developing learning modules based on local culture Using in this study uses the type of development research according to Borg and Gall. The development research steps are only carried out up to the eighth stage, namely testing the effectiveness of the product. Product development has gone through the validation stage and received a score of 94.9 for the learning module and a score of 94 for the test instrument validation. Based on the score obtained, the learning module development products in this study. It can be stated in the very feasible category that can be used in learning activities.

The validity, effectiveness and practicality of Using local culture-based learning modules can be seen from the validation results by expert validators, student learning outcomes, student responses through questionnaires, as well as the results of observations during learning. The results of the rating scale in the trial use of grade IV students at SDN 1 Panderejo obtained a score of 88% so that the product development was said to be feasible for testing effectiveness. The results of relative effectiveness get a score of 61.49% with the high effectiveness category. The results of the student response questionnaire for testing effectiveness in class IV students at SDN Kampung Melayu amounted to 98% in the very effective category, and the practical results obtained from observation during learning obtained a score of 94.75 in the very practical category. Based on the results obtained, the development of learning modules based on local culture Using is categorized as very effective and can be used in learning.

ADVICE

a. For teachers

The local culture-based learning module Using is necessary to be used in learning aims to help students understand their surrounding culture. The teacher as a facilitator can develop existing learning modules by adding related and appropriate informations to the student's environmental conditions. In addition, the appearance of an attractive learning module also supports student learning motivation.

b. For other researchers

This development research is expected to be a reference for content related-research with different research variables and materials so that further research can produce even better research.

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